

**Core Question 1: Is the educational program a success?**

The Academic Performance Framework, outlined in Core Question 1, gauges the academic success of schools in serving their target populations and closing the achievement gap in Indianapolis. Core Question 1 consists of seven indicators designed to measure schools on how well their students perform and grow on standardized testing measures, attendance, and school-specific measures.

Due to the unique nature of the student population served by Adult High Schools, the regular metrics for high schools under the OEI performance framework does not provide an accurate picture of school performance. In 2013, the Office of Education Innovation developed a framework specific to Adult High Schools. This is the first academic year in which adult high schools were assessed under the new framework, thus, historical ratings are not available.

<b>1.1. Is the school's academic performance meeting state expectations under the alternate accountability rule?</b>							
<b>Indicator Targets</b>	Does not meet standard		School has received a 'D' or 'F' for the most recent school year OR has received a 'D' for the last two consecutive years.				
	Approaching standard		School has received a 'C' for the most recent school year.				
	Meets standard		School has received a 'B' for the most recent school year.				
	Exceeds standard		School has received an 'A' for the most recent school year.				
<b>School Rating</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
	2010-11	2011-12	2012-13	<b>2013-14</b>	2014-15	2015-16	2016-17
	Not Evaluated	Not Evaluated	Not Evaluated	Not Evaluated			
<b>Sub-ratings</b>	Sub-ratings				Points	Result	Sub-rating
	Decatur Rd.				NA	NA	Not Evaluated
	Franklin Rd.				NA	NA	
	Meadows Dr.				NA	NA	
	Michigan St.				NA	NA	

The Excel Center for Adult Learners was not evaluated under an alternative rule in the 2013-14 school year. A proposed alternative is currently in the rulemaking process. Therefore, the school was **not evaluated** on this indicator of the OEI Performance Framework for Adult High Schools.

<b>1.2. Are students making substantial and adequate gains over time, as measured by the Indiana Growth Model</b>		
<b>Indicator Targets</b>	<i>Only applicable to schools serving students in any one of, or combination of, grades 4-8.</i>	
	Does not meet standard	Results from the Indiana Growth Model indicate that less than 60.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).
	Approaching standard	Results from the Indiana Growth Model indicate that 60.0-69.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).

	Meets standard	Results from the Indiana Growth Model indicate that 70.0-79.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
	Exceeds standard	Results from the Indiana Growth Model indicate that at least 80.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
<b>School Rating</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
	2010-11	2011-12	2012-13	<b>2013-14</b>	2014-15	2015-16	2016-17
	Indicator 1.2 does not apply to high school grades.						

The Indiana Growth Model does not currently include growth measures for high school assessments. Therefore, Adult High Schools do not receive a rating on this indicator of the OEI performance framework.

<b>1.3. Is the school preparing students to graduate from high school within the time frame established upon enrollment, as measured by the average number of credits earned per term?</b>							
<b>Indicator Targets</b>	Does not meet standard	Students earn an average of less than 3 credits per term or semester.					
	Approaching standard	Students earn an average of 3 credits per term or semester.					
	Meets standard	Students earn an average of 4 credits per term or semester.					
	Exceeds standard	Students earn an average of 5 credits or more per term or semester.					
<b>School Rating</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
	2010-11	2011-12	2012-13	<b>2013-14</b>	2014-15	2015-16	2016-17
	Not Evaluated			MS			
<b>Campus Level Ratings</b>	<b>Campus</b>					<b>Result</b>	<b>Subrating</b>
	Decatur Rd.					4.2	MS
	Franklin Rd.					4.6	MS
	Meadows Dr.					4.3	MS
	Michigan St.					3.7	AS

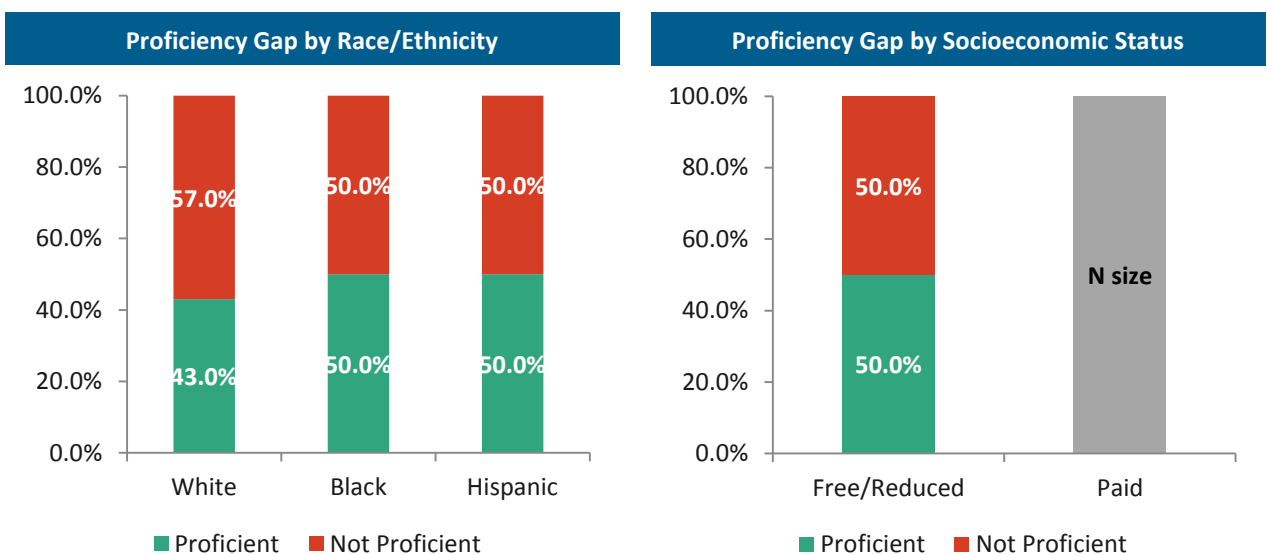
Traditional high schools in Indiana are held accountable to a four-year cohort graduation rate measured from a point when students first enter high school. Because many Adult High School students do not have an assigned cohort, or are beyond their cohort, a traditional graduation rate is not a feasible measure.

In place of a graduation rate, OEI examines students' progress towards graduation by looking at the average number of course credits earned per term or semester. In the 2013-14 school year, students

across Excel Centers earned an average of 4.2 credits per term. Thus, the school **Meets Standard** on this indicator of the OEI Performance Framework for Adult High Schools.

1.4. Is the school providing an equitable education for students of all races and socioeconomic backgrounds?							
<b>Indicator Targets</b>	Does not meet standard	School has more than 15% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.					
	Approaching standard	School has no more than 15% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.					
	Meets standard	School has no more than 10% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.					
	Exceeds standard	School has more than 5% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.					
<b>School Rating</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
	2010-11	2011-12	2012-13	<b>2013-14</b>	2014-15	2015-16	2016-17
	Not Evaluated			MS			
<b>Campus Level Ratings</b>	<b>Campus</b>					<b>Result</b>	<b>Subrating</b>
	Decatur Rd.					n/a	n/a
	Franklin Rd.					n/a	n/a
	Meadows Dr.					n/a	n/a
	Michigan St.					n/a	n/a

Each year, the Indiana Department of Education reports student results disaggregated by race/ethnicity groups and socioeconomic status. Disaggregated performance across the Excel Center Marion Co campuses is captured below.



In order to report a proficiency level, the subgroup must have at least 30 students. While the individual Excel Center campuses did not have large enough subgroups to receive a rating on this indicator, the combined subgroups for the entire charter did show a gap in Race/Ethnicity subgroups.

When examining Race/Ethnicity subgroups, students in the White subgroup showed a passing rate of 43%, while both the Black and Hispanic subgroups had a passing rate of 50%. The combined socioeconomic subgroups did not meet the required N size of 30 students to examine a gap.

Due to the 7% gap between White, Black and Hispanic subgroups, the Excel Center – Marion Co. received a **Meets Standard** on this indicator for the 2013-14 school year.

1.5. Is the school's attendance rate strong?							
<b>Indicator Targets</b>	Does not meet standard		School's attendance rate is less than 95.0%.				
	Meets standard		School's attendance rate is great than or equal to 95.0%.				
<b>School Rating</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
	2010-11	2011-12	2012-13	<b>2013-14</b>	2014-15	2015-16	2016-17
	Indicator 1.5 does not apply to Adult High Schools.						

Due to the unique nature of Adult High Schools' student population, attendance is not an appropriate measure of success.

1.6. Is the school preparing students for college and careers, or transition success?							
<b>Indicator Targets</b>	Does not meet standard		Less than 30.0% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcripted post-secondary credit from an approved course; or 4) received an industry certification from an approved list				
	Approaching standard		30.0 – 39.9% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcripted post-secondary credit from an approved course; or 4) received an industry certification from an approved list				
	Meets standard		40.0 – 49.9% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcripted post-secondary credit from an approved course; or 4) received an industry certification from an approved list;				
	Exceeds standard		At least 50.0% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcripted post-secondary credit from an approved course; or 4) received an industry certification from an approved list.				
<b>School</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>

Rating	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	Not Evaluated			ES			
Campus Level Ratings	Campus					Result	Subrating
	Decatur Rd.					65%	ES
	Franklin Rd.					78%	ES
	Meadows Dr.					77%	ES
	Michigan St.					70%	ES

The Indiana State Board of Education has established criteria for determining whether or not a high school graduate has not only met graduation requirements, but is also college- or career-ready. In order to be deemed college- or career-ready, a student must pass an AP or IB exam, earn dual credit from an approved list of courses, or receive an industry certification from an approved list.

Of the Excel Center's 2013 graduates across all campuses, 74% were deemed college- or career-ready.. Due to this rate, the Excel Center for Adult Learners earned an **Exceeds Standard** on this indicator in the OEI performance framework for Adult High Schools.

1.7. Is the school meeting its school-specific educational goals?							
Indicator Targets	Does not meet standard		School does not meet standard on either school-specific educational goal.				
	Approaching standard		School is 1) approaching standard on one school-specific educational goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific educational goals, or 3) meeting standard on one school-specific educational goal, while approaching standard on the				
	Meets standard		School is 1) meet standard on both school-specific educational goals, or 2) meeting standard on one school-specific educational goal while exceeding standard on the second goal.				
	Exceeds standard		School is exceeding standard on both school-specific educational goals.				
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	Not evaluated			ES			
School-	Goal					Result	Rating

specific Information	Excel Center students will achieve a 65% pass rate on certification exams.	77%	ES
	100% of graduates will have passed the ECA/GQE or will have earned an industry recognized certification.	100%	ES

Each year, Mayor-sponsored charter schools set two educational goals that are aligned to or support the school's unique mission, shown below. All data points for school-specific goals are self-reported by the individual school.

In 2013-14, The Excel Center for Adult Learners set its first goal around ensuring that students passed certification exams. The school reports that 77% of students across campuses achieved a 65% pass rate on certification exams, and therefore receives an **Exceeds Standard** for its first goal.

The Excel Center set its second goal around ensuring that graduates had either passed the ECA/GQE, or earned an industry certification. The school reports that 100% of graduates across campuses met either criteria, and therefore receives an **Exceeds Standard** for its second goal.

Overall, The Excel Center receives an **Exceeds Standard** on the OEI performance framework.

#### School Mission Statement

The mission of the Excel Center is to provide adults the opportunity and support to earn a high school diploma and begin post-secondary education while developing career paths in sectors of the local economy that offer better-than-average employment and growth opportunities.